



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ELEMENTARY BASIC SKILLS

SUBJECT: ELA

GRADE: 5

ABSTRACT

The focus of ELA at a fifth grade level is to establish a foundation upon which English Language Art concepts can develop. Students will engage in kinesthetic and visual activities to expand their skills. Fifth graders will focus on grade level basic skills with the initiative to create a solid basis that is required for advancement.

APPROVED BY BOARD OF EDUCATION
SEPTEMBER 24, 2013
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STAGE 1: DESIRED RESULTS

ESTABLISHED GOALS: <i>(NJ CCCS and/or CCS)</i>	Reading Literature RL.5.1-10	Reading Informational Text RI.5.1-10	Reading Foundational Skills RF.5.3-4
ENDURING UNDERSTANDINGS: <i>(Students will Understand that . . .)</i>	Students will be able to quote accurately from a text when explaining what the text says explicitly, determine the theme of a story, drama, or poem, and identify how characters respond to challenges. Students will compare and contrast two or more characters, setting, or events in a story or drama, determine the meaning of words including figurative language such as metaphors and similes, explain how a series of chapters, scenes, or stanzas fit together, and describe how a narrator's or speaker's point of view influences	Students will be able to quote accurately from a text when explaining what the text says explicitly, determine two or more main ideas of a text, and explain relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. Students will determine the meaning of words, compare and contrast overall structure of events, ideas, concepts, or information in two or more texts, and analyze multiple accounts of the same event or topic, noting important similarities and	Students will know and apply grade level phonics and word analysis skills in decoding words. Students will read with sufficient accuracy and fluency to support comprehension.



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	how events are described. Students will analyze visual and multimedia elements that contribute to tone, or beauty of a text and compare and contrast stories in the same genre.	differences in the point of view they represent. Students will draw on information from multiple print or digital sources and locate an answer to a question. Students will explain how an author uses reasons and evidence to support a point, integrate information from several texts on the same topic.	
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	<ol style="list-style-type: none"> 1. Do you know how to quote passages from text correctly? 2. What ways can you identify the theme of a story, drama, or poem? 3. How will you compare and contrast two or more characters, settings, or events? 4. Can you identify tone? 5. Do you know the different types of genre? 	<ol style="list-style-type: none"> 1. Do you know how to quote passages from text correctly? 2. How can you identify two main ideas of a text? 3. How will you compare and contrast two or more events, ideas, concepts, or information? 4. Can you identify point of view? 5. Do you know how to identify an author's reasoning in text? 6. How can you integrate information in an organized manner? 	<ol style="list-style-type: none"> 1. Can you decode words to understand their meaning? 2. Are you able to read fluently to comprehend the selection?



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<p>STAGE 2: ASSESSMENT EVIDENCE</p> <p><i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i></p>			
<p>PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?) (By what criteria will performances of understanding be judged?)</i></p>	<ul style="list-style-type: none"> Class discussions Student participation Warm up activities and routines Communicating effectively activity 	<ul style="list-style-type: none"> Class discussions Student participation Warm up activities and routines Communicating effectively activity 	<ul style="list-style-type: none"> Class discussions Student participation Warm up activities and routines Communicating effectively activity
<p>OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i></p>	<ul style="list-style-type: none"> Summative assessments (quizzes/unit tests/teacher made tests) Projects Practice worksheets Open ended responses (formal/informal) Exploratory activities Peer assessment of each other's work Teacher observation 	<ul style="list-style-type: none"> Summative assessments (quizzes/unit tests/teacher made tests) Projects Practice worksheets Open ended responses (formal/informal) Exploratory activities Peer assessment of each other's work Teacher observation 	<ul style="list-style-type: none"> Summative assessments (quizzes/unit tests/teacher made tests) Projects Practice worksheets Open ended responses (formal/informal) Exploratory activities Peer assessment of each other's work Teacher observation



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RESOURCES:	<ul style="list-style-type: none"> • Old ELA Series (supplemental) • New ELA Journey's Series 	<ul style="list-style-type: none"> • Old ELA Series (supplemental) • New ELA Journey's Series 	<ul style="list-style-type: none"> • Old ELA Series (supplemental) • New ELA Journey's Series
<p>STAGE 3: LEARNING PLAN</p> <p><i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.</i></p>			
<p>SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i></p>	<ul style="list-style-type: none"> • Quote passages from a selected text to answer and support questions • Use graphic organizers to record details from a text • Compare and contrast two or more characters, setting, or events in a story • Study point of view • Review graphic novels, multimedia presentations of fiction, folktales, myths, and poems • Discuss and keep a running list of learned 	<ul style="list-style-type: none"> • Quote passages from a selected text to answer and support questions • Summarize text • Practice chronological ordering of events • Discuss problems and solutions • Discuss cause and effect • Utilize digital tools to draw on information • Read and discuss multiple accounts of the same event 	<ul style="list-style-type: none"> • Use all letter-sound correspondences, syllabication patterns, and morphology when reading • Read grade level prose and poetry orally • Use context to self-correct word recognition and understanding • Reread as necessary



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	genres		
<p>CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</i></p>	<p>Writing, Technology, Social Studies, Science, 21st Century Life and Careers- lessons will include summative and formative assessments</p>	<p>Writing, Technology, Social Studies, Science, 21st Century Life and Careers- lessons will include summative and formative assessments</p>	<p>Writing, Technology, Social Studies, Science, 21st Century Life and Careers- lessons will include summative and formative assessments</p>

***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understandings and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.



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O = ORGANIZE to maximize initial and sustained engagement as well as effective learning.

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STAGE 1: DESIRED RESULTS			
ESTABLISHED GOALS: <i>(NJ CCCS and/or CCS)</i>	Writing W.5.1-10	Speaking and Listening SL.5.1-6	Language L.5.1-6
ENDURING UNDERSTANDINGS: <i>(Students will Understand that . . .)</i>	Students will write opinion pieces, informative/explanatory texts, and narratives. Students will produce clear and coherent writing in which the development and organization are appropriate, develop and strengthen writing as needed by planning, revising, and rewriting, and use technology to produce and publish writing. Students will conduct short research projects, recall relevant information from experiences, summarize or paraphrase information in notes and finished work, provide a list of sources, and draw evidence from literary and informational texts.	Students will engage effectively in a range of collaborative discussions, summarize a written text read aloud or information presented in diverse media and formats, and summarize points a speaker makes and explain how each claim is supported by evidence. Students will report on a topic, sequence ideas logically, and use appropriate facts, speak clearly and at an understandable pace, include multimedia components and visual displays during presentations, and adapt speech to a variety of contexts and tasks.	Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. Students will determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level. Students will demonstrate understanding of figurative language, word relationships, and nuances.



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ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	<ol style="list-style-type: none"> 1. Do you know how to form an opinion? 2. Do you know how to organize your ideas while writing? 3. Are you able to make corrections needed to improve your writing? 4. How can you utilize digital tools to improve your writing? 5. Do you how to find information for a research project? 6. What sources can you utilize to help improve your writing skills 	<ol style="list-style-type: none"> 1. Do you know how to follow rules to facilitate a conversation? 2. Do you know how to paraphrase? 3. Do you know how to find supporting details in text? 4. How can you organize your thoughts before presenting orally? 	<ol style="list-style-type: none"> 1. Do you apply the conventions of standard English capitalization, punctuation, and spelling when writing? 2. Do you apply the conventions of standard English grammar and usage when writing or speaking? 3. Do you know what clues can help you decode unknown words?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of</i>	<ul style="list-style-type: none"> • Class discussions • Student participation • Warm up activities and routines • Communicating 	<ul style="list-style-type: none"> • Class discussions • Student participation • Warm up activities and routines • Communicating 	<ul style="list-style-type: none"> • Class discussions • Student participation • Warm up activities and routines • Communicating effectively



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<i>understanding be judged?)</i>	effectively activity	effectively activity	activity
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	<ul style="list-style-type: none"> Summative assessments (quizzes/unit tests/teacher made tests) Projects Practice worksheets Open ended responses (formal/informal) Exploratory activities Peer assessment of each other's work Teacher observation 	<ul style="list-style-type: none"> Summative assessments (quizzes/unit tests/teacher made tests) Projects Practice worksheets Open ended responses (formal/informal) Exploratory activities Peer assessment of each other's work Teacher observation 	<ul style="list-style-type: none"> Summative assessments (quizzes/unit tests/teacher made tests) Projects Practice worksheets Open ended responses (formal/informal) Exploratory activities Peer assessment of each other's work Teacher observation
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STAGE 3: LEARNING PLAN

What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO acronym to consider key design elements.*



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<p>SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i></p>	<ul style="list-style-type: none"> • Writers Workshop • Use graphic organizers to record your ideas for writing • Proofreading • Peer Review • Create a list of transitional words • Utilize iPad and computer to produce and publish writing • Quote passages from a selected text to support analysis, reflection, and research • Develop a topic using facts, definitions, and concrete detail • Use quotes from a book and practice using quotations 	<ul style="list-style-type: none"> • Actively listen and engage in group discussions • Oral Presentations of individual or group work • Centers (work collaboratively) • Utilize digital tools • Sequence events • Summarize and paraphrase text • Quote passages from a selected text to support analysis, reflection, and research • Retell stories orally 	<ul style="list-style-type: none"> • Explain the functions of conjunctions, prepositions, and interjections • Form the perfect verb tenses • Correct inappropriate shifts in verb tense • Use correlative conjunctions in writing • Use punctuation correctly and for effect while writing • Use underlining, quotation marks, or italics to indicate titles of work while writing • Use a comma to set off the words yes and no while writing • Expand, combine, and reduce sentences for meaning in journal • Use Greek and Latin affixes and roots as clues to the meaning of a word while decoding words • Explain the meaning of common idioms, adages, and proverbs • Fill in the blank (practice identifying synonyms,



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			antonyms, and homographs)
CROSS-CURRICULAR: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?)</i>	Technology, Social Studies, Science, 21 st Century Life and Careers- lessons will include summative and formative assessments	Writing, Technology, Social Studies, Science, 21 st Century Life and Careers- lessons will include summative and formative assessments	Writing, Technology, Social Studies, Science, 21 st Century Life and Careers- lessons will include summative and formative assessments